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Fifteen University of Minnesota volunteers spent the summer of 1967 working with Chippewa Indian youngsters, grades 1-12, on the White Earth Reservation in northern Minnesota. This fifth annual report contains overviews of the four previous summer programs, descriptions of volunteer training procedures, enrichment and vocational motivation activities, attendance figures relative to the various activities, and proposed activities for the continuation of the program in 1968. Also included are references and lists of materials used throughout the program. (DK)

PROJECT AWARENESS

University-American Indian Educational Enrichment and Vocational Motivation Program

Minnesota Student Association - Office of the Dean of Students
University of Minnesota

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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1967

Annual Report

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December, 1967

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I

DEVELOPMENT OF THE PROGRAM

During the summer of 1967, fifteen University of Minnesota students lived and worked on the White Earth Indian Reservation in northern Minnesota. This was the fifth summer during which University students participated in programs designed to provide Indian youngsters with educational enrichment and vocational motivation. During the summer of 1962, an inter-collegiate program, with a majority of University of Minnesota students, had initiated a recreational program in three Indian communities in northern Minnesota.¹ A recreational program for Indian youngsters was carried out by nineteen University of Minnesota students at White Earth and Pine Point communities on the White Earth Indian Reservation during the summer of 1964.²

Extensive modifications in the program made during the 1964-65 academic year resulted in an emphasis on educational enrichment and vocational motivation. Not only was the need for education greater than that for recreation, but the University students were better prepared and more interested in academic areas than in recreation.³ Since educational activities were well accepted in 1965, they were continued and expanded in 1964⁴ and 1967. The 1967 program consisted

¹Orfield, Gary and Omvedt, Gail. Project Awareness, Summer Recreation Program, 1962, 22 p., Mimeographed.

²Stark, Matthew; Falk, Marvin; and Raynolds, Virginia. Project Awareness. Minnesota Student Association - Office of the Dean of Students, University of Minnesota, March 3, 1965, 22 p., Mimeographed.

³Stark, Matthew and Paskewitz, Daniel. Project Awareness, 1965: University-American Indian Educational and Cultural Enrichment and Vocational Motivation Project. Minnesota Student Association - Office of the Dean of Students, University of Minnesota, November, 1965, 24 p., Mimeographed.

⁴Stark, Matthew and Paskewitz, Daniel. Project Awareness, 1966: University-American Indian Educational and Cultural Enrichment and Vocational Motivation Project. Minnesota Student Association - Office of the Dean of Students, University of Minnesota, December, 1966, 40 p., Mimeographed.

of elementary review sessions, high school one-to-one review, vocational exploration trips and movies, Chippewa culture programs, and programs designed to assist students with articulation to the junior high school. The volunteers also spent large amounts of time assisting with existing community programs: the Pine Point Community Library (established in 1965 with the assistance of Project Awareness), Boy Scouts, and 4-H club activities.

II

GENERAL INFORMATION ON THE 1967 PROGRAM

A. Goals

The 1967 program of educational and cultural enrichment and vocational motivation, titled Project Awareness, had the following goals:

- 1) To provide Indian youngsters with special assistance in their learning the basic education skills.
- 2) To stimulate the Indian youngsters in the development of important attitudes which would lead them to complete their high school education.
- 3) To prepare the Indian youngsters for the post-high school period of community adjustment and to expand their perceptions of the world of work.
- 4) To stimulate adult community organization and community pride.

B. Location

Although original plans called for a full program at both the Pine Point and White Earth villages on the White Earth Indian Reservation, lack of funds made it necessary to choose Pine Point, a village of about 500 people, equidistant from Detroit Lakes and Park Rapids, as the 1967 program location. Since funds were sufficient for work in only one community, Project Awareness staff members believed the goals of the program would be served better by maintaining rela-

tionships with Indian students and adults at Pine Point.

C. Training (by Lee Ellen Johnson, Project Awareness Volunteer)

Fifteen University of Minnesota students were selected in February, 1967 to participate in the 1967 Project Awareness program. From February to June they attended sessions directed toward gaining insight into the Pine Point community, past Project Awareness programs, Chippewa history and culture, and the living conditions of Indians in the Twin Cities and Minnesota today.

Speakers at the training sessions and their topics were as follows:

- February 20 Daniel Paskewitz, Project Awareness Director, gave a talk on what was expected of Project volunteers. He emphasized the aims of the Project.
- February 27 Richard Miller, Informational Officer, and Ellsworth Johnson, Field Representative, Office of Economic Opportunity, State of Minnesota, spoke on Office of Economic Opportunity programs affecting Minnesota Indians on reservations. They also provided information on local Community Action Programs, one of which is located in Pine Point.
- March 6 Karen Ostenso, Charlotte Kiefer, Joan Enerson, David O'Denius and Jules Beck, former Project volunteers, spoke on various aspects of the 1966 Project Awareness program. Questions about what volunteers should expect in the community were raised and discussed at length.
- March 27 Frank Brady, Director of Education, Branch of Education, Bureau of Indian Affairs, spoke on the history and function of the Bureau. He explained the Bureau's education programs, outlining eligibility regulations and the kinds of training available.

- April 3 Dr. Frank Miller, Assistant Dean of International Programs and Associate Professor, Department of Anthropology, University of Minnesota, spoke on Chippewa history and culture.
- April 10 Miss Ada Deer, Coordinator of Indian Affairs, Training Center for Community Programs, University of Minnesota, and a member of the Menominee tribe, spoke on Indian affairs in Minnesota and on the Training Center for Community Programs.
- April 17 Dr. Henry Allan, Coordinator of Student Religious Activities, University of Minnesota, and member of the Governor's Human Rights Commission, spoke on human relations and American Indians, as well as on the beginning of Project Awareness.
- April 24 James Sayers, Employment Specialist, American Indian Employment Center, and George Mitchell, Service Director, Waite Neighborhood House, discussed the aims of the Employment Center and its success. Indian leadership and poverty among the Indian people discussed.
- May 1 Gary Asp, Instructor, Mathematics department, University High School, suggested several possible sources of materials and reviewing aids for the summer's elementary math review sessions. His suggestions included programmed material from the U. S. Army and workbooks in ditto form.
- May 8 John Poor, Director of Public Assistance, Minnesota Welfare Department, spoke on Public Assistance programs available to American Indian people.

- May 22 Dr. Frank H. Wood, Assistant Professor in Special Education and Educational Psychology, University of Minnesota, spoke on his experiences with American Indians on reservations.
- June 13 James Olson, graduate student in education, University of Minnesota, explained briefly some common reading errors and described techniques useful in their correction.
- June 13 Kathy Jungbauer, former Project Awareness volunteer, suggested some ways of reviewing language arts. She stressed the use of tachistoscope, a game device for the reviewing of vocabulary words.

Dr. Matthew Stark, Assistant Professor and Coordinator of Human Relations, Office of the Dean of Students, University of Minnesota, and faculty advisor for Project Awareness, and Daniel Paskewitz, Project Director, spoke at several sessions on various aspects of the present and past Project Awareness programs. They also discussed administration of the program with Indian adults, establishing rapport with members of the community, and day-to-day conduct of the program.

In addition to the speakers and discussions, volunteers read the following booklets and reports:

1. League of Women Voters of Minnesota, Indians in Minnesota.
2. Stark, Matthew and Paskewitz, Daniel, Project Awareness, 1966 Report.
3. Governor's Human Rights Commission, Minnesota's Indian Citizens.
4. Wax, Murray and Rosalie, "Cultural Deprivation as an Educational Ideology."

(Please refer to individual sections of this report for information on training and preparation in specific areas such as Elementary Review and 4-H club activities.)

D. Finances

Securing funds for the Project was a cooperative effort between the Project advisor and several of the student volunteers. \$2,316.18 was saved from the 1966 program to start the 1967 program. Several foundations and private individuals were personally contacted and solicited for funds.

Churches were informed about Project Awareness through personal contact with the congregations and their social action committees. In addition to giving church members an opportunity to make donations, many Twin Citians were made aware of the Project's goals and programs. Individuals and groups also contributed in conjunction with the showing of the Project slides.

III

PINE POINT PROGRAM

A. Elementary School Activities (by MeriKay Mattson, Project volunteer)

The purpose of the elementary school review sessions at Pine Point was to provide review assistance on the work covered in the previous school year, in addition to giving some special attention and enrichment to the American Indian youngsters. The University volunteers believed that some additional academic assistance would increase the likelihood of high school graduation. Volunteers also tried to give the youngsters a greater acquaintance with the world at large.

Two forty-five minute classroom sessions were held during the mornings, in which the children were divided into three groups: first and second grade, third and fourth grade, and fifth and sixth grade. The subject matter for the periods was rotated among mathematics, reading, and language arts. During the fifteen minute break all the children were given milk. Although the program was completely voluntary, the children most often remained for the entire morning of review.

The daily schedule was varied to provide further enrichment. On several occasions movies were shown on such topics as historical events, the world of work, and the world of nature.

The Indian children were also greatly encouraged to read on their own. Once a week the children were taken to the Pine Point library and given the opportunity to borrow books. In addition, story hours were held during which a University volunteer read to the elementary school children in grades one and two.

One day a week, usually on Wednesday, University volunteers conducted field trips for the children. These trips were especially beneficial because the children became acquainted with many new things. The trips to Deer Town, Needlewoods, and the Park Rapids Aquarium familiarized the children more fully with some of the animals found in their own environment in northern Minnesota. As the children played with the animals they learned about them. Many of the Indian children had not known the names of the animals in this area. A trip to Many Point Scout Reservation introduced the children to Scouting. They learned some of the history of the area and some of the means of preserving the beauty of the forest. Scouting, conservation, and wild life were discussed when the youngsters visited camp sites and the conservation lodge. Field trips to Itasca State Park, Fort Detroit, and the Little Log Museum in Park Rapids had historical emphasis. At the State park they saw the Indian burial mounds, buffalo, the fir tower, the park museum, and the headwaters of the Mississippi. Fort Detroit featured a stage coach ride.

The volunteers believed that in the classroom the children learned best when actively involved in the subject matter. For this reason word bingo, blackboard work, and educational games were used to promote interest in reading, mathematics, and language arts.

Preparation for the volunteers in the winter and spring involved consulting books, making games of educational value, and having speakers review in the fields of mathematics, reading, and language arts at volunteer training sessions. In addition, the math committee obtained materials from the Minnesota Math and Science Teaching Project (Minnemast). Mr. Gary Asp, Instructor, University High School and a member of the University of Minnesota math department, spoke on methods of reviewing math. Mr. James Olson of the College of Education, University of Minnesota, spoke at a training meeting on reading and language arts. Kathy Jungbauer, a Project Awareness volunteer from 1966, gave the volunteers some helpful suggestions for reviewing language arts. Each University volunteer became a member of one of the three subject area committees for this preparation phase.

The children who voluntarily attended Project Awareness elementary review sessions constituted 66% of the total elementary school enrollment for grades 1 - 6 (66 students) at Pine Point school. Twenty-eight percent of the students attended 30% or more of the sessions.

1. Math Report (by Bill Horns, Project volunteer)

Project Awareness conducted math review classes with the aim of giving the students better backgrounds in the basic skills of mathematics. University volunteers believe that the students' future success in mathematics depends on how well they have mastered these basic skills. As much as possible, volunteers used class sessions to give each student help on those skills which he had not learned well. An effort was made to make the work interesting for the Indian students in order to stimulate them to pay attention in class, and to improve their attitudes toward mathematics.

University volunteers consulted several sources in preparation for the summer review sessions. These included the following:

Practical Classroom Procedures for Enriching Arithmetic, by Herbert F. Spitzer.

Teaching Arithmetic in Grades I and II, by George E. Hollister and Agnes G.

Gunderson. D.C. Heath and Company, 1954.

Teaching Arithmetic for Understanding, by Marks, Purdy, and Kinney. McGraw-

Hill Book Company, Inc. 1958.

Mr. Gary Asp spoke to Project Awareness volunteers during the spring training sessions on general methods of conduction classes, stimulating interest, and presenting ideas. Use was made of the text books the Pine Point students had used during the school year. These were books 3, 4, 5, & 6 of Moving Ahead In Arithmetic by Brueckner, Merton, and Grossnickle. The following booklets containing ditto masters with math problems were also used.

Play and Work With Numbers - For First Grade, by Alice B. Le Fever and Mary

L. Hall. Ditto Incorporated, 1938.

Self-Teaching Arithmetic Workbook - For Grade Six (Part 1), by Arline G.

Magnor. Ditto Incorporated, 1950.

Self-Teaching Arithmetic Workbook - For Grade Two (Part 2), by Ada R.

Polkinghorne. Ditto Incorporated, 1950.

Self-Teaching Arithmetic Workbook - For Grade Four (Part 1), by Ada R.

Polkinghorne. Ditto Incorporated, 1950.

There were three math review classes: one for students who had been in the first or second grades during the past year, one for the third and fourth graders, and one for the fifth and sixth graders. The first and second graders worked with Minnebars, simple addition and subtraction, telling time, writing words for numerals, and counting. Minnebars, which are small bars of wood marked off into lengths, were

used to visualize the addition and subtraction processes. They were developed and provided by Minnemast. The first and second grade work involved more group activities than that of the other grades. The third and fourth, and fifth and sixth grade class periods were devoted primarily to drill. In order to evaluate their abilities, third and fourth grade students were given a drill sheet with problems of varying difficulty. The results enabled University volunteers to make drill sheets appropriate to each student's ability. The students worked on addition, subtraction, multiplication, and division. The range of abilities in this class was so great that some students needed work on the simplest addition and subtraction, while others were challenged only by the most advanced work in the fourth grade text. The fifth and sixth grade class was conducted in a manner similar to that of the third and fourth grade class. Individualized drill sheets aimed at a wide range of abilities were used. In the fifth and sixth grade class addition, subtraction, multiplication tables, multiplication, division and fractions were studied.

2. Language Arts Report (by Thomas Hanson, Project volunteer)

The goals of the language arts elementary review sessions were to help children express themselves in writing and speaking and to be more creative in their thinking. If a student is to make progress in other fields of academic study, he must master the basic skills of language arts. The volunteers carried out review of the language arts of spelling, grammar, writing, and communication. A sub-goal was to develop in the students the ability to follow instructions.

The University volunteers used a variety of activities to strengthen the pupil's skills in communication and language arts. In the first and second grades the methods included worksheets on grammar and spelling. A school newspaper was introduced as a means to encourage and develop interest in creative writing. The

dramatization of stories and drill sheets on the alphabet also helped to increase the students' skills. The third and fourth graders did drill sheets on grammar and spelling, wrote letters to travel agencies requesting information, and worked on the school newspaper. The students also dramatized stories, and practiced giving directions, answering the phone, and making introductions. In the fifth and sixth grades the students did the following: completed drill sheets on grammar, spelling, punctuation, capitalization, synonyms, and homonyms; wrote letters to foreign agencies requesting information; studied poetry (the characteristics of rhythm, rhyme and the arousing of emotions and feelings); worked on creative writing with a topic of their own choosing; worked on the school newspaper; made their own crossword puzzles; and discussed the value of education and the need for a high school diploma and vocational or college level training. The boys in the fifth and sixth grades were also taken to the Detroit Lakes Vocational School on a special field trip explored the facilities and opportunities open to them there.

Much individual attention was needed in working with these pupils. The wide range of ages and abilities in the two-grade classes made it impossible to assign work that is standard level for all the children. Keeping the students interested in their work was sometimes a problem.

3. Reading Report (by Lee Ellen Johnson, Project volunteer)

For a student to do anything well in school, he must be able to read well. A student who has trouble reading cannot do an adequate job in most of his classes. This barrier can discourage the student, cause him to have a negative attitude toward classes. The members of Project Awareness believe it is important to include reading review in the elementary program not only to work with those who are having trouble reading, but also to encourage all students to take more interest in reading for enjoyment.

To prepare for reading review. Three volunteers consulted various elementary school reading tests from the education section of the library at the University of Minnesota and from Pine Point School. A training session was conducted in June with Mr. James Olson, graduate student in education, University of Minnesota, who explained briefly some of the common reading errors and how to work on correcting them.

Students in grades three through six played word bingo, using vocabulary words from the appropriate grade reading books. Word bingo seemed to increase the vocabularies of at least two students who asked what some of the words meant and sounded them out for the volunteers.

Goals of the reading review classes were: (1) to get non-verbal students to feel more comfortable and to participate in classroom activities; (2) to help students who were having trouble with reading by having them read aloud; and (3) to encourage the students to read on their own for enjoyment.

Students in grades one and two differed widely in reading levels, including one student in the second grade who would read only a few simple words like "come", "go", "yes", and "no". Dittoed stories and drill sheets from a book of ditto-masters, Hayes Supplementary Reading, Grade 2, published by Hayes School Publishing Company, Inc., and story books for children were used to enrich the students' experiences in reading. Volunteers worked with some individuals using alphabet and word flash cards. The flash cards were prepared using words on the Dolch Basic 220 Word List, (Pre-Primer to Third Grade), which is a list of basic words usually found in the vocabularies of youngsters of those respective grade levels. The second grade student mentioned above knew most of the letters of the alphabet and read a simple sentence, after much persuasion, towards the end of the summer.

In grades three and four, the reading review class provided the students with a chance to practice skills in reading and following directions. The most marked progress in these grade levels was observed when two students, who were very quiet and shy, developed a greater confidence in student volunteer relationships and asked questions freely about their work. Another student who was antagonistic at first became somewhat more well-behaved and finally began to work with the volunteers, especially when someone worked with him individually.

The fifth and sixth grade students also varied in reading ability. They especially enjoyed playing word bingo and having discussions. Some students who were very reserved were coaxed into reading aloud. The boys were interested in a unit on the space program, and everyone enjoyed a unit on horses and various fiction stories with drill sheets. Some students also wrote short stories or poems which they printed on a ditto machine.

1. Percent of Indian students involved

In the Pine Point School, 66 Indian students were enrolled during 1966-67. Project Awareness records show 62 of these students were present in the community during the summer of 1967. Since 44 Indian students were involved in the summer program, approximately 67% of the available Indian elementary students took part in review sessions and field trips run by Project Awareness. A total of 58 review sessions were offered.

2. The following table gives totals of Indian students attending educational review sessions.

Grades	Number of Pine Point School Indians Attending	Number of Other Indians Attending	Regularly Attending (30% of time or more) Pine Point Others		Percent of Pine Point Students Attending Regularly
1&2	12	0	6	0	
3&4	12	1	4	1	
5&6	20	2	8	2	
TOTALS	44	3	18	3	28%

3. Elementary School Weekly Vocational Field Trips

Date	Place Visited	Number of Indian Elementary School Children Attending
June 23	Many Point Scout Reservation	24
July 5	Deer Town	18
July 12	Itasca State Park	10
July 19	Needlewoods	19
July 26	Park Rapids Aquarium	15
August 2	Little Log Museum	22
August 11	Fort Detroit and Detroit Lakes Court House	18
TOTALS	Trips: Individual attendances: Average attendance per trip:	7 126 18

B. High School Activities (by Daniel Paskewitz, Project director)

1. One-to-One Relationships

The purpose of the high school review program was (a) to provide individual assistance in subjects in which the students experienced difficulty during the previous school year and (b) to create a one-to-one relationship appropriate to the discussion of post-high-school vocational and educational opportunities.

Each University volunteer was assigned to work with three or four Indian high school students. Reviewing began after initial contact was made, and a subject was chosen in which the Indian youngster needed help. All of the Park Rapids high school textbooks were available to the volunteers. The University volunteers had received good preparation for reviewing and had ample opportunity to examine the textbooks used by the high school students. Work in English and mathematics was particularly popular. The close one-to-one relationship made it possible to discuss post-high-school training, explore occupations, and exchange points of view.

A total of 28 high school students received assistance out of a total of 41 who were living in the area during the summer. Of the remainder, some, after repeated contacts, continued to show no interest in reviewing, while others seemed too shy and withdrawn to feel comfortable in a one-to-one relationship with a University student.

Grade	Number of High School Indian Students Participating	Percent of available Indian High School Students Participating
7	7	58.3 %
8	6	66.7 %
9	2	33.3 %
10	6	85.7 %
11	4	100 %
12	3	100 %

Twenty-eight of the 41 Indian high school students in the area received educational assistance from Project Awareness volunteers. This represented 68.3% of the Indian high school students in the area during the summer.

2. High School Familiarization

During the summer of 1967 a new program was initiated to assist Pine Point eighth grade students in their articulation to the Park Rapids High School. While other public school children in the Park Rapids High School district begin junior high in the seventh grade, students from Pine Point attend an additional year of elementary school. In addition to entering the high school building a year after their peers, Pine Point Indian students often lack confidence in themselves and familiarity with the high school building and school regulations. In speaking with older Indian high school students, University volunteers discovered a need to supplement the orientation efforts of the Park Rapids High School. The Project director and a local Indian graduate of the high school and the University of Minnesota proposed a tour of the high school and orientation program for the Indian students making the transition between Pine Point and Park Rapids.

Since the Park Rapids school authorities did not cooperate with this effort, the program had to be limited to meetings held at Pine Point. At the first meeting, high achieving Indian high school students filled out questionnaires which asked them to evaluate their experiences at Park Rapids High School and make suggestions to improve the orientation program for new students. At the second meeting, an effort was made to get all eighth graders to attend. Some of the topics covered at this meeting included lockers, buses, class schedules, library, lunches, absences, and tardiness. An attempt was made to encourage older Indian students to assist the eighth graders during the first week of school. An Indian high school Junior volunteered to be in charge of assisting the eighth graders during their first week of classes.

Date of Meetings	Attendance
8/7/67	9 high school students out of 14 invited (64%).
8/10/67	8 high school students out of 14 invited (57%).
	4 eighth grade students out of 10 available (40%).

3. Parents' Meeting

The purpose of a parents' meeting held during the summer was to promote interest in their children's education and to familiarize them with procedures and personnel at the Park Rapids High School and the Pine Point Elementary School. Mr. David Pilkey, senior high counselor at Park Rapids, reviewed school procedures with the parents and discussed his role as a counselor. The principal of the elementary school, Mr. Ralph Brewer, also participated in the discussion. Further efforts, including trips to the high school for Indian parents and involving them in the high school Parent-Teacher Association, will assist them in encouraging their children's continuence in school. The attendance at the parents' meeting was 10 Indian parents including the chairman of the Pine Point Elementary School Board.

C. Vocational Exploration Trips (by Bill Horns, Project volunteer)

During the summer of 1967 Project Awareness volunteers arranged thirty-three field trips for Pine Point area Indian youngsters. These trips were arranged to fulfill the following Project Awareness goals:

- 1) To assist Indian youngsters in learning more about post high school educational and vocational training institutions.
- 2) To assist Indian youngsters in their articulation to post high school educational and voactional training institutions.
- 3) To help expand Indian youngsters' perceptions of the world of work and to familiarize them with methods of entry into various occupations.
- 4) To stimulate Indian youngsters in the attainment of attitudes and motivation which will lead them to continue in high school until graduation.
- 5) To help Indian youngsters develop plans for post high school academic and vocational training which will lead to their obtaining satisfactory positions of education or employment.

Project Awareness took a total of forty-five separate tours during these field trips. Six of these tours were particularly appropriate for the achievement of the first two goals. These were tours of four educational institutions: North Dakota State University, Chippewa Ranch Job Corps Conservation Center, Detroit Lakes Area Vocational-Technical School, (three separate tours), and Dakota Business College. These schools represent four distinct types of education.

Most of the other tours were intended to help fulfill the third and fourth goals listed above. Tour guides were specifically advised that Project Awareness wanted the Indian youngsters to see as many different jobs as possible and become familiar with the training required. Many types of work from unskilled to professional were seen. An introduction to the training needed was given in most cases. The tours were diversified, and, hopefully each student saw some type of work that was suitable for his interests and abilities. On many of the tours, successful individuals strongly encouraged the Indian youngsters to stay in school until graduation.

Almost all of the tours can be considered to have contributed to the fulfillment of the fifth goal, that of helping "Indian youngsters develop plans for post high school academic and vocational training which will lead to their obtaining satisfactory positions of education or employment." The tours of the State Employment Service in Moorhead and the Bureau of Indian Affairs office in Bemidji gave the youngsters specific ideas of educational and vocational resources available to them.

Project Awareness loosely restricted the field trips to Indian youngsters who had been in the seventh grade or higher during the past school year. Of the youngsters fitting this qualification who were in the Pine Point community during any part of Project Awareness' eight week session, almost two thirds participated in the field trip program. Many exceptions were made to the age rule and sixteen younger students went on one or more field trip. These exceptions brought the average tour attendance to almost seven.

Several weeks before Project Awareness began its activities at Pine Point, volunteers sent out fifty letters requesting tours to schools, businesses, and government facilities. During the summer these contacts were followed up and new ones were made by phone, mail, or in person. It was found that most places contacted were very willing to give tours.

Project Awareness volunteers publicized the tours by distributing weekly flyers throughout Pine Point, by posting signs, and by personal contact. Before and after the tours, Project Awareness volunteers tried to generate discussions with the youngsters concerning the tours. Questionnaires were used three times to reinforce facts learned on the tours.

A total of 33 educational and vocational field trips were offered for Indian high school students. Forty-five separate tours were conducted on these field trips. Of the Indian students in the area, 68% took part in at least one educational and vocational field trip.

<u>Date</u>	<u>Place Visited</u>	<u>Number of Students Attending</u>
June 21	Fargo Foundary Steel & Manufacturing Company	8
	Minnesota State Employment Service (Moorhead)	
June 22	Minnesota Department of Health (Bemidji)	12
	Museum of Natural History & Aquarium (Bemidji)	
June 23	Detroit Lakes Area Vocational-Technical School	6
June 26	Bemidji Cooperative Creamery Association	10
June 27	Caulfield Photography Studio (Detroit Lakes)	11
June 28	Northern States Power Company (Fargo)	9
June 29	Northwestern Bell Telephone Company (Bemidji)	10
June 30	Detroit Lakes Area Vocational-Technical School	3
July 5	Detroit State Bank (Detroit Lakes)	3
July 6	Mr. Hank Smith's pulping operation (Pine Point)	3
July 7	Bemidji Animal Hospital	5
	Museum of Minnesota Wildlife (Bemidji)	
July 10	Minnesota Highway Department (Detroit Lakes)	6
	Nietzke Concrete Block Company (Detroit Lakes)	
July 11	Becker County Court House (Detroit Lakes)	2
July 12	FM Animal Hospital (Moorhead) WDAY Radio-TV (Fargo)	9
July 13	Detroit Lakes Fisheries	3
	Detroit Lakes Area Vocational-Technical School	
July 17	North Star Dairy (Detroit Lakes)	3
July 18	Swift Meat Packing Plant (Detroit Lakes)	3
	Penney's Department Store (Detroit Lakes)	
July 19	Fargo Forum Newspaper Company (Fargo) FM Hotel (Moorhead)	11

<u>Date</u>	<u>Place Visited</u>	<u>Number of Students Attending</u>
July 20	Badoura Tree Farm	4
July 21	Bemidji Clinic, Bemidji Hospital	3
July 24	Fergus Falls State Hospital	8
July 25	Chippewa Ranch Job Corps Conservation Center	6
July 26	Fargo Rubber Stamp Works, Hector Airport (Fargo)	19
July 28	Snappy Inc. Manufacturing Company (Detroit Lakes)	5
July 31	Federal Building (Bemidji)	8
August 1	Detroit Lakes Newspaper and Printing Co.	3
August 2	North Dakota State University (Fargo)	11
	Dakota Business College (Fargo)	
August 3	Lake Itasca Forestry Station	1
	University of Minnesota Biology Station (Lake Itasca)	
August 7	Bureau of Indian Affairs (Bemidji)	3
August 8	Erie Junior Restaurant (Detroit Lakes)	5
August 9	Bob's Machine and Manufacturing Co. (Detroit Lakes)	5
	KDLM Radio (Detroit Lakes)	
August 9	Attended the musical, <u>Little Mary Sunshine</u>	18
	(Moorhead State College Theatre)	
August 11	Tamarac Wildlife Refuge	2
	TOTALS	
	33 Trips	
	45 Tours	
	308 Individuals attendances	
	6.8 Indian high school students per tour	
	(Average)	

D. Boy Scout Work (by Erick Norris, Project volunteer)

University volunteers assisted the Boy Scout Troop at Pine Point for the following reasons: To stimulate adult interest in the Boy Scouts; to get the fathers to organize and to take an active interest in their sons; to get the boys to organize through a training program; and to make camping experiences available to the boys as part of an interesting and educational program to be planned by the boys with the assistance of the Volunteers. This was the second year that Project Awareness volunteers worked with Boy Scout Troop 625, sponsored by the Pine Point Elementary School Board.

During April, the University volunteers who participated in helping the Troop made contacts with Scout Executives in both the Viking Council (office in Minneapolis) and the Red River Valley Council (office in Fargo). Mr. Zach Hirsch, of the Viking Council, stressed the importance of parental participation and of giving each Scout a responsibility or duty in his Patrol. He also contributed manuals and pamphlets to the Troop Library. Also in April, one of the University volunteers, an Eagle Scout who has had scouting experience and training, made contacts with the scoutmaster, the assistant scoutmaster, and the senior patrol leader of the Troop 625. In May, the volunteer made contact with Mr. Jerry Olstad, Director of Wilderness Scout Camp and Camping Director of the Red River Valley Council, and Mr. Robert Spongberg, District Executive of District #6 in the same council. In early June, the volunteer contacted two District Executives in the Viking Council, Mr. Norbert Olson and Mr. William Kellogg. They gave him a list of Minneapolis troops that would be able to loan some equipment for use during the summer. Also these two executives donated some assorted materials to the troop. A third district executive, Mr. Robert Hoffman, referred him to a friend who donated four cooking grills. A few Minneapolis troops very gladly loaned such equipment as tents and cooking utensils.

While in Pine Point, a total of four training sessions and patrol leaders' council meetings were held. At these meetings, the troop's scout leaders learned about Troop organization. From this point on, patrols were assigned parts of a troop meeting, and these assignments were rotated each week. The patrol leaders had a part in planning for the camping.

A total of six troop meetings were held and the boys learned about the scout uniform, the patrol method, tent care, first aid, and waterfront safety. Having the boys participate in demonstrations proved very successful. The University volunteer contributed important scouting knowledge to the boys.

A charter renewal meeting was held for adult leaders and parents. Mr. Don Waley, new District Executive of District #6 attended this meeting.

The first of two camping experiences was an overnight which took place at Camp Wilderness. Project Awareness paid for the food, the only expense. On this trip, the boys participated in cooking their own meals, which was a new experience for many of them. Mr. Olstad invited the boys back for a one week period. The Community Action Program and Project Awareness paid for the troop's return to Camp Wilderness for the one week period. During this time, the boys learned some new scouting skills and how to get along together. Seven boys earned the rank of Tenderfoot Scout.

Before the summer program ended, the University volunteer and the Troop Committee Chairman agreed to correspond monthly during the winter. Both leaders and Scouts believed that the summer scouting program had been successful.

1. Boy Scout Meetings assisted by Project Awareness volunteers

<u>Date</u>	<u>Activity</u>	<u>Attendance</u>
June 28	Troop Meeting	8
July 5	Troop Meeting	9
July 5	Patrol Leaders' Council Meeting	2*
July 6	Junior Leaders' Training Session	6*
July 7	Patrol Leaders' Council Meeting	5
July 11	Training Session	2*
July 12	Troop Meeting	5
July 19	Troop Meeting	12
July 20	Troop Activity: Camp Signs	9
July 21	Troop Activity: Camp Signs	6
July 26	Troop Meeting	3
August 2	Troop Meeting	7

* All boys for whom the meeting was intended were present.

74 Individual attendances

12 Meetings

6 Average attendance

2. Camping Trips

<u>Date</u>	<u>Activity</u>	<u>Attendance</u>
July 21-22	Overnight Camping at Camp Wilderness	11
August 6-12	Week's Camping at Camp Wilderness	11
	2 boys had one day of camping experience	
	2 boys had two days of camping experience	
	1 boy had six days of camping experience	
	2 boys had seven days of camping experience	
	6 boys had eight days of camping experience	
TOTALS 13 boys participated		
	6 days average camping experience per boy	
	7 boys earned the rank of Tenderfoot Scout	

3. Percentage of Involvement

14 boys ranging in age from 11 to 14 years (6th through 8th grades) participated in Boy Scout activities out of a possible 18 present in the community, or 79%. These 14 boys registered with the Boy Scouts of America by paying their \$.50 registration fees.

4. Adult Involvement

July 18	Charter Renewal Meeting. Two adults from the community attended. Seven signatures were obtained for the Charter.
July 21-22	Overnight at Camp Wilderness. One adult from the community participated in supervising the camping.
August 6-12	Week's Camping at Camp Wilderness. Two adults from the community participated in supervising the camping.

Adults especially the Scoutmasters, attended nearly all meetings.

E. 4-H Work (by Charlotte Kiefer, Project volunteer)

University student volunteers worked with the 4-H program at Pine Point to establish a full year active club under parental leadership to help the members become better citizens by becoming better leaders. The club had been active in the summer of 1966, but members lost interest because of lack of funds and parental leadership during the winter months.

Project Awareness volunteers met with Mr. Bill Milbrath and Mr. Wayne Carlson of the State 4-H Extension Office. They explained the 4-H program and provided pamphlets and suggestions for possible projects. Mr. Ernie Nelson, County Extension Agent in Becker County, and Miss Diane Thureen, County Home Agent in Becker County, were contacted for suggestions of projects that would meet the needs of the members. Project Awareness volunteers had to adapt the program to these 4-H members who came from low income families. Miss Thureen visited the Pine Point community and spoke with the adult leaders in helping to plan Project Club activities. Project Awareness volunteers spoke with Community Action Program staff in Pine Point. These latter adults agreed to assume a leadership role in the 4-H program.

It was decided that a Project Club organization would best serve the needs of the members. Formal business meetings were abolished and the club met only in activity or project groups.

Two meetings were held to determine the project areas that would be of interest to the members. A total of 27 high school age youngsters attended these two meetings. The list of projects included clothing, food preparation, automotive, health and first aid, pet care, woodworking, demonstrations, gardening, and crafts. Various Indian adults became active in the leadership of the 4-H program.

The food preparation classes met on Tuesdays for two hours. Such things as simple snacks, use of dry milk, and measurements were discussed. Clothing class also met on Tuesdays for two hours. The use of sewing machines, the making of pot holders, and the making of aprons were taught. Craft classes met on Thursdays for one and one-half hours. Members worked on such projects as small birch bark canoes, wall hangings, pencil holders, and paper flowers.

The boys participated in woodworking classes for one and one-half hours on Tuesdays and Thursdays. They finished several signs started in the summer of 1966. They also made lawn ornaments. Due to lack of time and facilities the health and first aid, pet care, and automotive projects were not carried out.

The girls in food preparation, clothing, and crafts held a Mother-Daughter Tea at the end of the summer program. Craft and clothing projects were displayed and 4-H buttons and certificates were presented.

At a meeting with the Community Action Program staff and Project Awareness volunteers, it was decided that 4-H could and should be a year-round activity under the leadership of the Community Action staff.

1. General Meetings - 2 meetings; length 2 hours; 27 people attended

June 21, 1967 and June 27, 1967

2. Food Preparation - 5 meetings; length 2 hours

July 11, 1967; July 18, 1967; July 25, 1967; August 1, 1967;

August 8, 1967: 3 people attended 5 times

2 people attended 4 times

1 person attended 3 times

1 person attended 2 times

4 people attended 1 time

6 AVERAGE ATTENDANCE

3. Clothing - 3 meetings; length 2 hours

July 11, 1967; July 18, 1967; July 25, 1967:

3 people attended 3 times

3 people attended 2 times

2 people attended 1 time

6 AVERAGE ATTENDANCE

4. Crafts - 5 meetings; length $1\frac{1}{2}$ hours

June 29, 1967; July 6, 1967; July 20, 1967; July 27, 1967;

August 3, 1967: 1 person attended 4 times

4 people attended 2 times

12 people attended 1 time

5 AVERAGE ATTENDANCE

5. Woodworking - 5 meetings; length $1\frac{1}{2}$ hours

July 20, 1967; July 25, 1967; August 1, 1967; August 3, 1967:

3 people attended 4 times

2 people attended 3 times

8 people attended 2 times

7 AVERAGE ATTENDANCE

F. Pine Point Library Report (by Bill Horns, Project volunteer)

University volunteers conducted a library program to promote community organization and concern and to stimulate the use of books by members of the community. In 1965, University volunteers moved a building to Pine Point for use as a library and began stocking the library with books. A library committee made up of local adults was established to provide an administrative organization for the library and to give the local adults an opportunity to gain organizational skills.

In 1966, the library committee members decided that fuel and electricity could be purchased with income from bingo games and that their committee should be completely self-supporting. During the winter that followed, the library was used as a study hall with two women from the community working as aides. Between Project Awareness' 1966 and 1967 summer sessions, a tile floor, financed by bingo games was installed in the library and some books were added to the collection. On August 10, 1967, the library committee met for the purpose of choosing a new secretary-treasurer. A quorum was lacking, but several things were discussed. The library committee intends to put sheet rock on the interior walls of the library and to put up new shelves during the fall of 1967, if money is available. The Community Action Program will pay for the work if the Pine Point Local Council requests it. The library committee also expects to have the library used in a supervised study hall program again this winter.

Project Awareness used three devices during the summer of 1967 to stimulate book use by local residents. First, University volunteers kept the library open and served as librarians in the afternoons and evenings when they had free time. Second, elementary students were taken to the library to check out books on Mondays after the review sessions. Third, Project Awareness volunteers held high school one-to-one review sessions in the library as much as possible to allow people to come in and use the library and to stimulate reviewees to make use of library facilities. One afternoon while Project Awareness volunteers were in the library, two mothers with several children interrupted their walk to check out several books. This incident encouraged Project Awareness volunteers to spend more of their free time in the library. Project Awareness volunteers also spent some time straightening file cards and repairing and rearranging books.

G. Chippewa History and Cultures Series (by Mary Windorski, Project volunteers)

The Chippewa tribe, third largest American Indian group after the Navajo and Iroquois, number about 30,000 in the United States. The Chippewas are largely residents of Minnesota, Wisconsin, North Dakota, and Michigan. Their language, Ojibwa (synonymous with Chippewa), is the largest member of the Algonkian language family; these Algonkian speakers shared traits of forest cultures.

Keeping the above in mind, the purpose of Project Awareness' 1967 Chippewa culture series was to present information to the people of the Pine Point community which would enrich their knowledge of Indian history and rekindle an appreciation of their Indian heritage. Several methods were employed to realize this goal.

Guest speakers from the adult Indian community were invited to present talks on various aspects of Indian history and culture. Adults in the community were approached by University volunteers and asked to speak on topics in which they had some interest and knowledge. It was felt that the Indian adults themselves represented a valuable source of information on Chippewa history and culture. As a result, three of the evening meetings included lectures by American Indians. Movies were presented at several of the sessions.

Lastly, announcements publicizing topics to be presented at the Sunday evening meetings were distributed weekly to everyone in the community. The volunteers went out into the community and visited with adults, informally. Discussions which arose on these occasions were stimulating to the volunteers and to the adults alike. This was an effective supplement to the more formal Sunday evening presentations.

Preparation for the history and culture series included research in a number of pamphlets and books on the American Indian. This research provided a general background of knowledge for the volunteers. In addition, several people in the Pine Point community contributed information relevant to the Chippewa Indian of today and yesterday.

The most popular lecture of the summer was given by Mrs. Robert Horne, a Shoshone Indian from Nay-tah-waush. Mrs. Horne had been a member of President Eisenhower's Council for Children, and has a very wide knowledge of Indian history and culture. Her talk on Indian lore and history was supplemented by a display of costumes, craft work, pottery, and articles from the Indian past. Forty people listened attentively to her two-hour talk and several of them approached her afterwards to ask questions and to examine the display more closely.

Two programs were presented by Mr. Reuben Rock, a Chippewa Indian of the Pine Point community. His first lecture dealt with changes in the Pine Point community over the years. The second lecture took the form of a lesson in the Ojibwa language, and comments on the history of the Chippewa people both areas in which Mr. Rock is well informed. Response to this session was good. Many adults in the community would like their children to learn the Chippewa language, but few are qualified to teach more than a few words or phrases.

Little of the traditional Chippewa material culture remains in Pine Point. However, there is a body of values and attitudes peculiar to the people in the community today which has its source in the Chippewa Indian of yesterday. Mrs. Horne's lecture and Mr. Rock's language lesson provided excellent examples of the resources available among the Indians themselves which should be utilized to enrich knowledge of the history and culture of the American Indian people. Resources of this kind become more and more scarce as the years pass. It is hoped that future Project Awareness programs will recognize this fact and encourage development of interest in the first-hand knowledge possessed by a handful of Indian adults.

<u>Date</u>	<u>Activity</u>	<u>Attendance</u>
June 25	Speaker: Lois Johnson, Project Awareness volunteer Topic: The Contribution and influence of American Indians on modern American way of life. Movies: "Indian Influence in the United States" "Indians of Early America"	30
July 9	Speaker: Mr. Ruben Rock of Pine Point Topic: Indian history of the Pine Point Community	15
July 16	Topic: Beliefs of Indians in the past. Movies: "Glooscap Country", "Indian Days", and "Indian Boy of the Southwest"	20
July 23	Topic: Past customs of Indian tribes Movies: "Woodland Indians of Early America" "Sisibakwat-The Ojibway Maple Harvest" "Lewis and Clark"	18
July 30	Topic: Chippewa language and history Speaker: Mr. Reuben Rock of Pine Point	17
August 6	Topic: Indian lore and history Speaker: Mrs. Robert Horne, Shoshone Indian	40
	TOTALS 6 Evening presentations 8 Movies shown 3 Lectures by Indian speakers 140 Individual attendances 21 Average attendance	

H. Educational and Vocational Movies (by Thomas Hanson, Project volunteer)

The purpose of this movie program were to stimulate educational and occupational awareness among the Indian youngsters and to widen their knowledge and perception of the world in which they live. The facilities of the University of Minnesota Audio-Visual Extension Service were used. The films covered topics including education, occupations, American Indians history, and geography.

The audiences represented a wide variety of ages and interests. Consequently, an attempt was made to choose films which would be of general interest to everyone. At no time, however, was the quality of the educational and vocational exploration program compromised to meet the wishes of the audience for pure entertainment. The vocational films tended to reinforce attitudes gained during vocational trips and supply information about new vocations not seen on the trips. The educational movies provided information on the importance of study habits and attitudes toward school, and included films on manufacturing and American history.

<u>Date</u>	<u>Program</u>
June 19	"Finding the Right Job", "Getting a Job", and "Technicians in our Changing World"
June 21	"Indian Influence in the United States", "Indians of Early America"
June 22	"Finding Your Life Work", "How to Keep a Job", "How to Succeed in School", and "Planning for the Twin Cities Metropolitan Area"
June 26	"Should I Go to College", "How to Take a Test", and "Engineering, a Career for Tomorrow"
June 29	"How to Investigate Vocations", "Planning for College-Admissions-Part I & II", and "Going to School is Your Job"

<u>Date</u>	<u>Program</u>
July 3	"Communication Workers", "College Perspective", and "Modern Chippewa Indian"
July 6	"Electronics Technician, Your Career as a ", "Draftsman", "Dental Assistant - Career of Service"
July 10	"Arithmetic: Understanding the Problem", "Secrets of the Underwater World", and "Paper Making"
July 12	"Indians of the Plains - Sun Dance Ceremony", "Glooscap Country"
July 13	"Discovering Numerals", "Paper and Pulp Making", "Desert", "Indian Days", and "Indian Boy of the Southwest"
July 17	"Mark Twain's America", "Girls in White", "Electrical Workers", and "Teaching"
July 19	"Sisibakwat-The Ojibway Maple Harvest" and "Woodland Indians of Early America"
July 20	"CWA Exterior-Telephone Lineman", "Building Services", "Career: Medical Technologist", "Lewis and Clark", and "Our Schools have Kept us Free"
July 24	"Airplane Workers", "Career in Bacteriology", and "Revolution (1775-1783), NBC Exploring"
July 27	"Nursing", "Teachers", and "Forestry, Your Career in"
July 31	"Sheet Metal Workers", "Secretary, Your Career as", and "Improve Your Study Habits"
August 2	"American Indians of Today", and "Minnesota Story"
August 3	"Secretary, a Normal Day", "Developing Self-Reliance", and "Roosevelt, Franklin Delano"
August 7	"Pharmacist", "Machine Transcription-Machine Operation", "Improving Study Habits", and "Great War: Parts I & II"

<u>Date</u>	<u>Program</u>
August 10	"Education for Life Adjustment", "Drop-Out (ABC News)", "Aptitudes and Occupations", and "Lumberman"

TOTALS	20 Movie programs
	64 Movies shown
	302 Individual attendances
	15 Approximate average attendance

I. Humanitarian and International Education (by Swanpo Sie, Project volunteer)

The purpose of this program was to create in American Indian youngsters an appreciation and interest in humanitarian work at both national and international levels and to acquaint them with peoples of other countries. This program was conducted for the first time by Project Awareness volunteers during the summer of 1967.

Due to the limited funds and materials available, the program consisted of Indian high school student participation in the Minnesota High School Red Cross Leadership Center and the showing of slides about foreign countries.

Indian high school delegates were sent to the High School Red Cross Leadership Center to (1) encourage the development of an appreciation of humanitarian work; (2) to become acquainted with the Red Cross program at the national and international levels; (3) to make friends with their fellow high school students throughout the state; (4) to explore their leadership talents; and (5) to use the knowledge and experiences gained from the Center to spread the humanitarian ideals of the Red Cross to the Indian community in which they live.

With the aid and cooperation of Mrs. Marigold Stringer, Director of the Minneapolis and Hennepin County Chapter of the Red Cross Youth, Mr. Eldon W. Mason, former Director of the Minneapolis and Hennepin County Chapter of the Red Cross

Youth, and Mrs. Dan Kershner, Executive Secretary of the Becker County Chapter of the Red Cross, Project Awareness was invited to send three American Indian delegates from Pine Point to the 1967 Minnesota High School Red Cross Leadership Center. The Center was held August 20-25, 1967, at Lyman Lodge, Lake Minnetonka, Excelsior, Minnesota.

Candidates were selected from a list of high school students who lived in Pine Point and who were interested in the Red Cross Program. From 30 eligible students, three were selected as delegates; two girls and a boy.

Orientation sessions were held for the three delegates. A tea party for the delegates was held on August 9, by the Becker County Chapter of the American Red Cross at Detroit Lakes, where the delegates became acquainted with Mrs. Kershner. Pictures of two of the delegates were published in the Detroit Lakes newspaper.

This program stimulated not only the pride of the American Indian youngsters but also the pride of the Pine Point community as a whole. Hopefully, American Indian youngsters from Pine Point will be participants in these state wide conferences in future years.

J. Individual Urban Experiences

In order to familiarize Indian high school students with life in the Twin Cities, University volunteers invited several Indian students to their homes for a week-end. Five students visited the Twin Cities. In one case, a student planning to attend the Minneapolis Business School, was given a tour of the facilities and assisted in obtaining appropriate housing.

IV.

EVALUATION OF THE 1967 PROGRAM

As a result of the activities of University students during the summer of 1967, the following letters were received by the Project Director. Excerpts from these letters are as follows:

Ralph Brewer, Principal, Pine Point Elementary School:

I was impressed with the sincerity, enthusiasm, and conscientious endeavor of your group. The work they did, I am sure, will be a lasting benefit to many of our young people. (From a letter dated September 29, 1967)

Charles LaDue, Director, Community Action Program, White Earth Indian Reservation:

We wish to thank you and all the students who worked in Project Awareness this summer on the White Earth Reservation.

We are happy to give our endorsement to the project and the work you have done.

We feel particularly good about it because of the involvement of the University students with the Indian community and feel that both the students and the Indian people stand to benefit greatly from the association. Since these same students may someday be leaders in our society the knowledge of Indian problems and Indian culture and the involvement with both should be a good basis for constructive attack on reservation problems.

Thank you for your interest in us and our best wishes on all future projects. (From a letter dated October 10, 1967)

Raymond P. Lightfoot, Acting Area Director, United States Department of the Interior, Bureau of Indian Affairs, Minneapolis Area Office:

We are pleased to write this letter of endorsement relative to Project Awareness which was conducted this past summer at the White Earth Reservation.

Tribal officials have indicated to us that they have been favorably impressed with the professional fashion utilized by your staff members in strengthening relationships between the local public school and parents within the community.

As you undoubtedly are aware, Commissioner Bennett has consistently encouraged active scouting programs becoming available to reservation

youngsters. We are delighted that one of your program outcomes resulted in seven Indian youngsters achieving "Tenderfoot" status in the scouting program.

In summary, we believe that Project Awareness has been an extremely valuable resource to children, youth and parents residing on the White Earth Reservation and are hopeful that circumstances will enable your fine activity to continue serving the needs and interests of Indian people in the future. (From a letter dated October 20, 1967).

V.

FIELD TRIPS TO THE TWIN CITIES

A. Goals and Methods

During the Thanksgiving, Winter, and Spring vacation periods at the University of Minnesota, four-day field trips are conducted to the Twin Cities. Indian elementary and high school students from Pine Point are invited to attend. The specific goals and methods of these three field-trip urban-tours are as follows:

GOALS

1. To expand and develop the Indian students' perceptions of the world of work and their possible roles in it.
- 2) To acquaint the Indian students with the opportunities which exist in the field of post-high school education and vocational training.

METHODS

- a) By carefully planned visits to business and industries in the Twin Cities which have been specifically chosen to enable the students to observe and learn about a wide variety of jobs and professions.
- b) By organized meetings with business and industry officials who will talk with the students about the jobs they have observed and about the qualifications and training required for these jobs.
- a) By tours of colleges in the Twin Cities.
- b) By interviews with college officials about college life, procedures, and requirements for admission, and scholarship opportunities.
- c) By visits to trade and technical schools in the Twin Cities.
- d) By talks with trade school officials about facilities of their schools, courses of training available, and entrance costs and requirements.

3) To familiarize the Indian students with the values, concepts, and style of life of a different social and cultural context from their own.

- a) By visiting with the University students in their homes and participating in some of the activities of their families (e.g., eating dinner with the family).
- b) By participating in some urban life activities (e.g., attending a play or concert, visiting and art museum, shopping downtown, eating in a restaurant).
- c) By continuing a close relationship and informal discussions with the University students who lived at Pine Point during the past summer.
- d) By attending different churches' religious services.

4) To maintain the rapport developed during the summer of 1967 between Indian students and University students, and to further develop these positive, personal relationships.

- a) By participating in the activities of the weekend, with University students in the role of companions to the Indian youngsters as well as advisors.
- b) By visiting with the University students in their Twin City homes.

B. Report on field trips held during the school year 1966-1967

1. Thanksgiving, 1966 Trip

The Thanksgiving Urban Tour Program, 1966, was a three-day program involving eleven fifth-grade Indian students from Pine Point. The goals and method of the program were those listed on the previous two pages. Tours conducted from November 24 through November 26, included the Minneapolis Post Office, the Minneapolis Star and Tribune newspaper, Northern Pacific Railroad, the Minnesota State Historical Society, the State Capitol, the Minneapolis-Saint Paul International Airport,

the Minneapolis Public Library, and Donaldson's Department store. These tours were regarded as a means of expanding and developing the Indian students' perceptions of the world of work and their possible roles in it. Tours of the University of Minnesota campus were conducted to familiarize the Indian students with the University and to stimulate their interest in education.

"Alice in Wonderland," at the Minneapolis Art Institute, the tour of Walker Art Center, and the tour of the University of Minnesota Museum of Natural History, provided the students with an opportunity to become more familiar with some aspects of a culture different from their own.

The fifth-graders spent the two nights at the homes of two Project Awareness volunteers. This encouraged the development of positive, personal relationships between the Indian students and the University volunteers.

2. Winter Vacation, 1966 Trip

From December 27 through December 29, 1966, fourteen sixth-grade Indian students from the Pine Point community were guests in the Twin Cities of the University-American Indian Educational and Cultural Enrichment and Vocational Motivation Program as a part of its urban tour program.

The students toured various businesses and industries in the Twin Cities, such as the Minneapolis-Saint Paul International Airport, the Minneapolis Post Office, the Minneapolis Public Library, and the Saint Paul Science Museum. These tours were specifically chosen to enable the students to observe and learn about a wide variety of jobs and professions.

The Indian students became more familiar with the values, concepts, and style of a life of a different social and cultural context than their own. They participated in some home urban life activities, such as attending Minneapolis Symphony Orchestra concert, "Nutcracker Fantasy", doing some shopping, visiting the State

Capitol Building, the Minnesota State Historical Society and the Science Museum in Saint Paul, attending the planetarium show at the Minneapolis Public Library, and visiting in the homes of the University volunteers.

Throughout the program, the University students strove to maintain a positive, personal relationship with the Indian students by acting in the role of companion as well as advisor during the activities of the three-day visit.

D. Spring Vacation, 1967 Trip

Project Awareness volunteers arranged for eleven seventh grade Indians from the White Earth Reservation to live in Minneapolis on March 22, 23, and 24, 1967. The girls slept in the home of a volunteer while the boys slept in a men's residence hall at the University of Minnesota.

During the day, Project Awareness volunteers took the Indians on tours of various industries, museums, and government facilities. Project Awareness hoped to give the youngsters better perceptions of job and educational opportunities and to acquaint them better with a way of life different from their own.

The Indian youngsters toured the Minneapolis Star and Tribune, Saint Paul's Como Zoo, Northwestern Bell Telephone Company in Minneapolis and Ramsey County Hospital, among other places.

E. Plans for the Academic Year 1967-1968

Plans are being made to bring the fifth, sixth, and seventh grade students from the Pine Point School to the Twin Cities during Thanksgiving, Winter, and Spring vacations. These students will participate in urban tour programs similar to the ones described above. The three and four day programs will be conducted in accordance with the prescribed goals and methods of Project Awareness.

VI

PROPOSAL FOR 1967-1968

A. Goals

The goals of the University-American Indian Educational and Cultural Enrichment and Vocational Motivation Program for 1967-1968 will be the same as those during the past year. These goals are:

- 1) To provide Indian elementary school students with special remedial assistance in English, arithmetic, and reading.
- 2) To provide Indian high school students with study help assistance in all areas of the academic course work in which they participated during the past school year.
- 3) To assist Indian youngsters in learning more about post high school educational and vocational training at institutions.
- 4) To assist Indian youngsters in their articulation to post high school educational and vocational training at institutions.
- 5) To help expand Indian youngsters' perceptions of the world of work and to familiarize them with methods of entry into various occupations.
- 6) To stimulate Indian youngsters in the attainment of attitudes and motivation which will lead them to continue in high school until graduation.
- 7) To help Indian youngsters develop plans for post high school academic and vocational training which will lead to their obtaining satisfactory positions of education or employment.
- 8) To develop community libraries under the auspices of citizen library committees which can be used by Indian youngsters and adults throughout the year.
- 9) To develop an Indian teenage center under the auspices of an adult and teenage committee which can be used by Indian youngsters during the year.
- 10) To help Indian youngsters gain a better understanding of and appreciation for their cultural heritage.

B. Methodology

The method of obtaining the above goals during the eight week period from June 15 through August 11, 1968, is by doing the following:

- 1) Conducting daily review classes in English, reading, and arithmetic with the students enrolled in the Pine Point Elementary School.
- 2) Reviewing with Indian high school students on a one-to-one basis course work with which they had difficulty during the immediately preceding academic year.
- 3) Leading vocational exploration field trips for Indian elementary and high school students to business establishments on and in the countries contiguous with the White Earth Indian Reservation.
- 4) Holding information classes on entrance requirements of post high school vocational training institutions and colleges and matters related to and preparing for entry into various occupations.
- 5) Showing occupational information films to audiences of elementary and high school students.
- 6) Forming an adult citizens library committee, securing books for a community library, purchasing and preparing a building for use as a library and a study hall for use by youngsters and adults throughout the year.
- 7) Forming an adult citizens teenage center committee, securing equipment for such a center, purchasing and preparing a building for a center to be used by youngsters and adults throughout the year.
- 8) Forming a children's theater company and performing plays during the summer months.
- 9) Conducting cultural enrichment and vocational exploration field trips for Indian elementary and high school students to business establishments, vocational and educational post high school training institutions and places of cultural interest in Minneapolis and Saint Paul during the Thanksgiving, Winter, and Spring vacation periods.

VII.

RESEARCH

Research projects will be planned and carried out to determine the effectiveness of this program in:

- A. Reducing the number of Indian youngsters who drop out of high school prior to graduation.

- B. Decreasing the number of days of absence of Indian youngsters from elementary and secondary school.
- C. Increasing the Indian youngsters' test scores of achievement in all academic fields in elementary and secondary school.
- D. Increasing the number of Indian youngsters who enroll in post-high school educational and vocational training institutes.
- E. Raising the level and range of occupational aspiration of Indian youngsters.
- F. Decreasing the number of Indian youngsters who become "juvenile delinquents."

VIII

ENDORSEMENT BY AND COOPERATION WITH LOCAL AND STATE OFFICIALS

All aspects and activities of the 1968 program will be reviewed with and approved by the local school boards, the elementary and secondary school principals, teachers, and counselors, the supervisor of Indian Education in the Minnesota State Department of Education, the White Earth Indian Tribal Council, and the Bureau of Indian Affairs.

IX

LIST OF UNIVERSITY VOLUNTEERS PARTICIPATING

Summer, 1967

Project Advisor - Dr. Matthew Stark
 Assistant Professor and
 Coordinator of Human Relations Programs
 Office of the Dean of Students

Summer Director

Daniel Paskewitz, Graduate Student and
 Counselor, Student Counseling Bureau

Assistant Summer Directors

Bill Horns, Charlotte Kiefer, and
 Eric Norris

Volunteers:

Mike Debelak¹
 Bob Feigh¹
 Paulette Halfman¹
 Tom Hanson³

Bill Horns³
 Lee Johnson³
 Lois Johnson³
 Charlotte Kiefer³
 Meri Mattson³

Eric Norris³
 Swanpo Sie²
 Linda Skare²
 Cathy Stadtherr²
 Mary Windorski³

¹June 17-July 12;

²July 16-August 12;

³June 17-August 12

Daniel Paskewitz³ - participated as the summer director in 1966, 1965, and 1965.